Colchester Public Schools

127 Norwich Avenue, Suite 202
Colchester, CT 06415

TO: COLCHESTER BOARD OF EDUCATION

FROM: CHARLES E. HEWES, DIR. TEACHING & LEARNING

RE: PROPOSED ACCEPTANCE OF CSDE FLEXIBILITIES FOR EDUCATOR EVALUATION

DATE: 9/8/2021

The June 9, 2021 *Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017 for the 2021-2022 School Year* memo to superintendents provided districts with the option of accepting flexibilities to the CT Educator Evaluation System similar to those afforded to districts during the 2020-21 academic year. The State requires local Professional Development and Evaluation Committees (PDEC) and Boards of Education (BOE) to adopt, in its entirety, the flexibilities, and submit for approval to the CSDE by October 1, 2021.

On September 1, 2021, the Colchester Public Schools PDEC unanimously agreed to adopt these flexibilities. On behalf of the CPS PDEC, I respectfully request the Colchester Board of Education take action to accept the *Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017 for the 2021-2022 School Year.*

Some of the key components of the flexibilities are listed below.

Student Learning Indicators
Indicators of student learning used to evaluate an educator's impact on student outcomes have been expanded to align with the following:

- the school's focus on social and emotional learning;
- school and/or district improvement goals;
- addressing identified areas of need based on current data;
- performance skills in courses such as career technical trades, music, art, or physical
- education; or
- content-related standards

Educators will identify strategies they plan to employ over the course of the year to support students in one of the aforementioned areas.

Observations

Educator practice will continue to be observed as a part of evaluation; however, observations will be informal, and provide feedback to educators rather than evaluative ratings. Three observations and one review of practice will be required for educators with less than two years experience. Two observations and one review of practice will be required for educators with more than two years of experience.

Parent Feedback and Whole-School Learning Indicators

Educators will identify strategies they plan to employ over the course of the year to engage parents and support whole-school goals that may be focused on, but not limited to:

- social and emotional learning
- providing equitable learning opportunities for all students
- professional learning to improve practice
- professional learning communities
- best practices for hybrid or remote learning

Holistic Ratings

Evaluators will use a holistic approach to determining an educator's summative rating (Exemplary, Proficient, Developing, or Below Standard). This approach differs from a quantitative approach to calculating an educator's summative rating.